TRAINING PROGRAMME ON METHODOLOGY OF WOMEN'S EDUCATION AND DEVELOPMENT

(AUGUST 20th - OCTOBER 9th, 1990)

HANDBOOK

SECTION - I

INTRODUCTION

TRAINING COURSE ON METHODOLOGY OF WOMEN'S EDUCATION AND DEVELOPMENT

The National Council of Educational Research and Training (NCERT) is an apex national body working for improving the quality of education in the country and assists and advises the Ministry of Human Resource Development in the implementation of its policies and major programmes in the field of education, particularly school education.

In consonance with its objectives, the NCERT has launched a series of research, developmental, training and extension facilities for implementing national policies for promotion of women's education for raising the status of women.

A major plank of the Indian Constitution i.e. Equality between Sexes has received very special attention and is being operationalized through various programmes and workshops being organised by the Department of Women's Studies (DWS) of the Council. During 1988-90, the DWS has organised over fifty short and long duration programmes for orientation of key level personnel on various aspects of women's education and related areas. Need was felt to prepare key personnel engaged in women's education in all the States especially those placed in women's cells in the Directorates, SCERT's and SIE's and other women's studies centres all over the country.

The Department of Women's Studies is committed to
providing professional support to these cells by
preparing key personnel in this area, who can in turn
plan and implement programmes at the State level for
the realization and achievement of programmes of
universalisation of elementary education and increasing
participation of girls in vocational, technical and
professional education.

The present inservice training course, the first
of its kind in the country was developed with this particular
requirement in view and also for strengthening the networking
of people and institutions working in the area of women's
education and development.

VENUE OF THE PROGRAMME

The venue of the programme will be the Lecture Room,
old CIET building, National Council of Educational Research
and Training, Sri Aurobindo Marg, New Delhi - 110 016.

REGISTRATION

The participants will register themselves at the old CIET
building on August 20, at 09.00 hours. They will be assisted
by the faculty of the DWS.

BOARD AND LODGING ARRANGEMENTS

* Arrangements for Board and Lodging of the participants
will be made at the Hostel of the NCERT on request.

NCERT LIBRARY

The NCERT Library is situated in the G.B. Pant Block, in the NIE Campus. It has over 1,88,000 books Update and periodicals. It opens from 8.00 am to 8.00 p.m. on all working days and from 10.00 a.m. to 5.00 p.m. on all saturdays.

SECTION - II

PROGRAMME DESIGN

OBJECTIVES

i. To develop methodology of research, training and extension in the area of women's education and development.

ii. To provide support in this area to a number of institutions like the State Councils of Educational Research and Training/SIEs, DEOs and Voluntary Agencies desircus of taking up programmes of women's education and Development.

iii. To develop an integrated approach to girls' education and development by establishing linkages with other concerned departments and agencies.

iv. To promote awareness on equality between sexes and help build a positive self-image among girls.

v. To develop and apply theoretical contexts of women's studies and other social sciences to concrete action situations.

PROGRAMME OVERVIEW

In recent years there has been a growing demand from the States that NCERT should organise an intensive training programme for personnel working in the area of women's education and development. The present training course is a response to this demand.

In formulating the structure of the programme, it was our endeavour at the DWS (NCERT), to bring about a balance between theory and practice of women's education

and development. The programme thus comprised of lectures, practical exercises, field visits and individual assignments. Broadly, the course structure was divided into three categories - core courses, field visits and individual assignments. The core courses formed a common programme for all the participants and consisted of both theory and practical assignments. The field visits are aimed at giving the participants an insight into the working of the programmes of several institutions engaged in this area. The individual assignment will help each participant prepare a thorough situational analysis of women's education in their respective states.

The course on Women's Education and Development (101) is aimed at helping the participants in understanding the inter-relationships between education, status of women and national development in a comparative perspective. Course 102 on Education and Socialisation of the Girl Child is aimed at sensitizing the participants towards the crucial role of socialisation and child rearing practices, as also the development of the self-concept and other personality dimensions, in the girl child. Elimination of Sexist Bias from the Curriculum and Educational Programmes (103) has the basic objective to generate awareness about the existence of sexist bias, how i operates and the necessary intervention

strategies for promoting equality between sexes in the curriculum, its transaction and in all educational programmes. The course on Qualitative and Quantitative methods in Women's Education (104) has been formulated with a view to enable the participants to learn some asic techniques of plannin , diagnosing, projecting and forecasting as well as the application of statistical and research methods in general and for women's education and development in particular. The course on Mobilisation of Women and Community (105) is aimed at understanding the crucial role .f participation of women in thecommunity affairs for national development. Programme Planning and Project Formulation (1 6) is expected to familiarize the participants in the plannin , development implementation of projects and programmes in the area of women's education and development. Introducing Computers (107) is meant to expose the participants to the utility and application of computers to the area of women'a education and development. The course on Workshop in Training Methodologies (108) has been introduced with a view to sensitising individuals to the concept of training, its methods and techniques in order that t they act as trainers in the.r own States. It is hoped that this would be an input int building the state level capacities in furthering women's education and development.

Provision is also made in the training programme to make it specific to the state level contexts as far as possible. The participants are expected to opt in individual assignments related to any one area of their specialisation. This is

envisaged with the idea of giving practical training to the participants for diagnosing his/ner states specific problems under faculty supeivision.

Field visits (109) are being organised with a view to exposing the participants to the different Departments and Institutions, t eir plans and programmes as related to women's educatin and development, thus helping them to draw upon relevant psactical experiences.

Classes in the core academic . courses will be generally conducted in the ..ornings and the afternoons will be devoted to practical exercises, field visits and individual assignments with some time for library work.

In additi.n to the curriculum an Introductory course - Discovering India (106) has been included in the programme in order to give a broad based perspective to all the participants abjut India'shistory, economy, education and culture and the contemporary challenges facing the natin.

COURSE ORGANISATIN

The course consists of three major components
i)   Core Courses
ii)   Field Visits
iii)   Individual assignments
The training programme carries credits for the course work, the field visits and individual assignments respectively.
The course structure and credit details are given below:

COURSE STRUCTURE

Total number of working days	43 days
Total number of contact hours	544 hrs.
Total number of credits	20

Code Index	Titles	Hours
Non-Credit		
01	Registration	1
02	Inauguration & Valedictory	4
03	Induction	2
04	Evaluation	4
05	Discovering India	6

Code	Title	Hours	Credits
101	Women's Education and Development		
102	Education and Socialisation of the Girl Child	20	2
103	Elimination of Sexist bias from Curriculum and Educational Programme	20	2
104 .	Qualitative and Quantitative Methods in Women's Studies	20 (10)	2
105	Mobilisation of Women and Community	10	1
106	Programme Planning & Project Formulation	20	2
107	Introducing Computers	20 (10)	1
108	Workshop in Training Methodology	20 (10)	2
109	Field Attachment	21	2
110	Individual Assignments	25 Library Hours	4

METHODOLOGY

The overall approach of the course is to seek a balance between theory and practice, each training model following the logic of the content in the selection of methods, tools and techniques.

LANGUAGE OF INSTRUCTION

The course will be conducted in English.

RESOURCE PERSONS

The resource persons will drawn from all the constituents of the NCERT, its sister organisations and other concerned agencies.

EVALUATION

The evaluation of the participants and evaluation of the training programme by the participants and the faculty will be a continuous process throughout the duration of the programme. Whereas each participant will be evaluated by the faculty on the overall work done, they in turn will evaluate the course on all aspects of the training programme during the duration of the course. This two way evaluation will help improve the future programmes and would give the necessary feedback to the faculty and the participants.

CERTIFICATION

A certificate will be awarded on the successful completion of the training programme to all the participants.

MANAGEMENT OF THE PROGRAMME

The programme has been designed by the task force
headed by the Head of the Department of Women's Studies (NCERT).
Following are the members of the Task Force:

Academic

1.	Dr. Usha Nayar	- Programme Director
2.	Dr. K.C. Nautiyal	-
3.	Dr. Sandhya Paranjpe	- Programme Coordinator
4.	Dr. Kiran Devendra	- Associate Programme Coordinator
5.	Dr. Sushma S. Jaireth	- Coordinator, Field Visits

Office Staff

1.	Sh. R.P. Sharma	- A.P.C. and Administration Incharge
2.	Sh. K.N. Bhatt	
3.	Sh. S.C. Sharma	
4.	Mr. Nawal Jeet Kaur	
5.	Sh. I.J. Chauhan	
6.	Sh. Om Prakash	
7.	Ms. Madhubala Prakash	
8.	Sh. K.K. Mishra	
9.	Sh. Sukhbir Singh	
10.	Mr. Suraj Bhan	

MESS COMMITTEE

Dr. Kiran Devendra

Participants   - 2

Cultural Committee

Dr. Sushma S. Jaireth

Participants   - 2

Tentative Time Schedule For The Training Programme On Methodology Of Women's Education And Development
(August 20 To October 5, 1990)

DAYS	0800	0915	1015	1115	1130	1230	1330	1430	1530	1630
20 Mon	04	01	01		02	03		06	06	06
21 Tues		06	06		06	06		06	06	06
22 Wed		101	101		102	103		104	104	04
23 Thurs		101	101		102	101		104	104	04
24 Fri		102	102		101	101		102	102	102
25 Sat										
26 Sun										
27 Mon	04	101	101		104	104		109	109	109
28 Tues		101	101		102	102		104	104	04
29 Wed		109	109		109	109				
30 Thurs		101	101		102	102				
31 Fri		101	101		102	104		101		
Sept										
1 Sat										
2 Sun										
3 Mon	04	110	110		102	102		104	104	04
4 Tues		104	104		102	102				
5 Wed		109	109		109	109				
6 Thurs		103	103		102	102		101	101	110
7 Fri		103	103		102	110		109	109	109
8 Sat										
9 Sun										
10 Mon	04		103		103	103		110	110	110
11 Tues		106	106			103		110	110	110
12 Wed						106		109	109	109
13 Thurs						103		106	106	05
14 Fri						103		103	103	05
15 Sat										
16 Sun										
17 Mon	04	106	106		103	103		110	110	04
18 Tues		109	109		110	110		106	106	
19 Wed		109	109		109	109		109	109	
20 Thurs	106	106	106		108	103		106	106	04
21 Fri	109	109	109		109	109		106	108	04
22 Sat										
23 Sun										
24 Mon	04	107	107		105	105		108	108	110
25 Tues		107	107		105	105		108	108	
26 Wed		107	107		105	105		109	109	
27 Thurs		H	O	L	I	A	Y			
28 Fri		108	108		108	108		108	108	
29 Sat										
30 Sun										
1 Mon	04	108	108		107	107		108	108	110
2 Tues		H	O	L	I	D	A	Y		
3 Wed		107	107		108	108		110	110	110
4 Thurs		107	107		107	107		110	110	110
5 Fri		107	107		110	110		110	110	110
6 Sat										
7 Sun										
8 Mon	04	107	107		05	05		05	05	
9 Tues			02		02					

101 WOMEN'S EDUCATION AND DEVELOPMENT

Course Number	:	101
Course Title	:	Women, Education and Development
Course Credit	:	2
Contact Hours	:	20
Course Coordinator	:	Usha Nayar
Associate Faculty	:	G.D. Sharma
		D.S. Mulay
		R. Jamil
		S. Butalia
		V. Shiva
		S. Kaushik
		R. Shrivastava
		K. Devendra

Rationale

The women's question has been posed differently at different points of time and space. It is inextricably linked with the dominant socio-economic and political persuasions and cultural relativism. From 'suffragattes' and 'radicals', the feminists have raised issues, acted as pressure groups against unjust laws and have succeeded in getting them amended, but have failed to change the partiarchal social orders legitimised and sustained by State sponsored social institutions like education, media, judiciary and bureaucracy on the one hand and by continued hold of rituals and customs on the other hand. The educational and development models, conceived and implemented by males, have excluded women either by conscious design or by benigh neglect'.

The 1971 Census, the committee on the Status of Women in India Report (Towards Equality); the National Perspective Plan for women and the UN Development Decade have focussed on the need to integrate women in the mainstream of development on grounds of equality and for a world without war. The search is for an alternate developmen instead of mere accumulation of material wealth.

Equality is a fundamental right of every Indian regardless of caste, class, creed, sex or religioun under the Constitution of India. The National Policy on Education 1986 (NPE) is perhaps the most revolutionary statement of the times and envisages the role of education as an instrument of raising the status of women in India and empowering them. The new policy makes a radical departure from the first National Educational Policy in India. It does not rest at provision of 'equal educational opportunity' but puts the more fundamental issue of 'equality between sexes' on centre stage which was long over due.

The following points have been clearly emphasised, in the NPE 1986.

(1)   Education will be used as an agent of basic change in the status of women. In order to neutralise the accumulated distortions of the past, there will be a well-conceived edge in favour of women.

(ii)   The National Education System will play a positive interventionist role in the empowerment of women. It will foster the development of new values through redesigned curricula, textbooks, the training and orientation of teachers, decision-making and administrators and the active involvement of educational institutions.

This will be an act of faith and social engineering.

(iii) Women's Studies will be promoted as a part of various courses besides which educational institutions will be encouraged to take up active programmes to further women's development.

(iv) The removal of women's illiteracy and obstacles inhibiting their access to and retention in, elementary education will receive overriding priority, through provision of special support services, setting of time targets and effective monitoring.

(v) Major emphasis will be laid on women's participation at all levels.

(vi) The policy of non-discrimination will be pursued vigorously to eliminate sex stereotyping in vocational and professional courses and to promote women's participation in non-traditional occupations, as well as in existing and emergent technologies.

The present course is an effort to understand the various dimensions of human problems with a focus on the situation of women their past, present and potential contribution to human civilization. Part I deals with the global disparities an the international scenario en education of women and development. Part II deals specifically with the Indian women through ages and in contemporary times. The interaction between women and other social structures of family, economy, polity and religion are noted as also the role of women's studies in providing an alternate paradigm.

Objectives

(i)   To help participants understand the inter-relationships
        between education, status of women and national
        development in a comparative perspective.

(ii)   To delineate the role of women's studies as a
        possible social critique and for action in promoting
        equality, harmony and peace.

Lecture Themes

PART I

101.1   The Global Disparities

101.2   Educational Development in the Third World

101.3   Women, Education and Development - A theoretical
        framework.

101.4   Women's Education and Status: Case Studies

        (i)   Liberal West

        (ii)   Socialist East

        (iii)   Latin America and the Carribbean

        (iv)   Africa

        (v)   Asia and the Pacific

PART II

101.5   Status of Women in India: Historical Overview

101.6   Women and Economy

101.7   Women and Polity

101.8   Women and Media

101.9   Women and Law

101.10 Women and Environment

101.11 Role of Women's Studies

Lecture Themes

101.1 <u>The Global Perspective on Education</u>

- Human nature configuration
- Humanization and evolution of systems of knowledge
- Forces of globalization and emergence of .the concept of a single 'human habitat'.
- Simultaneous process of fragmentation of world and creation of new divisions.
- Distribution of population and resources among low income, middle income & higher income groups in developing and developed nations – current and future projections.

   i. Population density and growth

   ii. Structure of labour force

   iii. Structure of Production

   iv. Income gaps (GNP per capita in US dollars)

   v. Poverty scenario

   vi. Food and energy production and consumption .

   vii. Education, health and defence

   viii. Implications for structure and organisation of knowledge.

101.2 <u>Educational Development in the Third World</u>

- The concept of Third World
- Basic characteristics of Third World countries similarities and diversities

- The validity of Third World perspective on
  Indian education
- Critical issues in education in the Third World
- Implications for policy makers, planners and
  administration.
- Purpose of colonial education-maintenance of colonial
  rule and the administrative structures and introduction
  of Western Education and Creation of a westernised
  local elite; characeristics of colonial/feudal
  education, exogeneous imposition, western- indigenous
  interaction education, spurious oharacter of colonial
  modernization top heavy tertiarised general education
  and neglect of both primary universalisation of education
  in and around metropolis, western education as an
  instrument of execerbating inequalities, cultural
  alienation and its consequesces.
- Colonial/feudal legacies as constraints and propellors
  of modernisation and developmen of national systems
  of education.
- Examination of attempts at decolonisation and
  indigenisation of education.
- Concept of development, under development
- Different models of national development and the role
  of education in the Third World countries; Developmentalisf
  approach, economio growth as an indicator of development -
  development reconsidered, Dependency School; new
  indicators of development GNP vs. POLI

- Economic growth and distribution of social and economic opportunity and resources, balancing equity with efficiency in plural societies; bi-directional link between education and society, economy and policy-analysis of some educational development models .

- Role of education in generating the human resources, inculcation of required skills and attitudes and values conducive to socio-economic advancement in egalitarian social orders and development of self-reliant individuals besides raising productivity.

- Alternative package of education and training to suit the development needs and changing technology.

101.3 Women, Education and Development:

A Theoretical Framework

Access of women to education and development -
gender based social stratification and division of labour -
development and women - growth led macro-techno-urban-elitist
developmental planning-exclusion of women and marginalisation -
'welfare' approach to women's education and development -
development reconsidered - growth versus justice - distributive
and participatory development - status of women as a major
variable in development - social structural determinants
of women's access to education and development - Kinship and
descent patterns, prevalent ideologies and normative structure
preparing women for shaping development within an egalitarian
framework.

Role of State: Women's Equality cannot be achieved
by mere provision of rights to women but can come
about by their ability to use these rights and this would
be conditioned by:

-       The general level of economic development obtained
by a nation, (although economic growth is a necessary
condition and not a sufficient one)

-       the priority accorded by the Government   to issues
concerning women and allocations to programmes of women's
education and development.

-       the degree to which government and other social
institution equate women's equality with the overall
national development strategy and offer leadership rules
to women for promoting such conjuncture.

-       the extent to which governments actually make a positive, concerted effort to change the attitudes and prejudices concerning women's roles through a process of resocialisation of men to the principle of equality between sexes.

-       the extent to which reproductive and auxiliary home responsibilities are taken off the shoulders of women.

-       the degree to which social roles for men and women are redefined to encompass both the public roles and the private sphere of family.

- -   additionally, the emergence of separate nationwide, women's organisation which is recognised as a legitimate political force with institutionalised access to policy making.

101.4 Women's Education and Status in the Third World

Status of women, the concept and its measurement -
women's power and authority in both public and private
spheres and societal perceptions of women's acceptable
roles difine women's status - women's equality compared
to men can generally be a measurement of their ability
of exercising influence and power over themselves and
others and their access to societal resources and
rewards - measurement - development of indicators -
demographic (sex ratio, mortality and morbidity fertility
rates) and contraception acceptance - economic participation
by type and level of activity unemployment, wages and earnings -
political participation in decision making as voters and
legislators social indicators of child marriage, crimes against
women, sexual harracsment, dowry deaths, desertion, obseene
depiction in media etc.

-      participation of women in education by levels and
by types of education - colonial legacy of under development
of women's education, both quantitative and qualitative -
discussion of existin status systems and introduction
of western concept of fem-l education-interaction of
western education and indigencus social structures of
gender, caste, class, ethnicity, relgions leadin to
differential outcomes - women's education in post colonial,
post feudal societies and the role of social, economic and
political policies on education and the status of women -

the Variants: The Anglo Saxon and other Industrialised Nations, Latin America, early to industrialise and develop educationally, women's roles, dominated by the Spanish 'machismo' ideology; Carribean, predominantly ex-slave societies of African origin, continued economic self dependence among women to the point of exploitation not perceived by many women t eraulives - girls outstripping men in enrolments.

Africa - late colonial incursions - late to receive independence - under development of the Continent - catastrophe of colonial education/rule-displacement of women from traditional, social, political and economic structures - from traditional socialisation of land and production to individual membership-newer hierarchical organisational structures - variations on account of ethnic, religious and socio economic diversities - women's educational participation higher in Southern Africa - lower in North and Sub-saharan Africa - poverty a major deterrent in general - religion another barrier - future trends; Asia and the Pacific - marked by social, economic, cultural and political diversities - female literacy and participation high in East Asia, South East Asia, the Pacific with the exception of Papua New Guinea, extremely poor in South Asia; the illiteracy and the poverty bowl steeped in the tradition of patriarchy and conservative religious ideologies; exceptions Sri Lanka and Maldives, both characterised by egalitarian gender structure although with differing religious persuasion; the high performance of poor income Lao and Vietnam, Low

income China and Phillipines on universalisation of basic
education, and, consistent record of Phillipine women
at all levels of education, girls outstripping boys,
analysis of historical factors and forces and political
ideologies and their impact on women's education and
status.

101.5 Status of Women in India

(i) Historical Overview

(ii) Diversities and disparities: rural, urban caste, class, religious, ethnickinship and descent, marriage and property, customs and practices.

(iii) Brief Situational Analysis of the status of women on social, economic, demographic and political indicators.

(iv) Role of State - committees, commissions, legislation and policies.

101.6 Women and Economy

Characteristic of a developing economy - the colonial legacy of under development - the road to industrialisation - Declining work force Participation Rate - Marginalisation of women - Definition of Work - economic/non-economic - issues f measurement - production of goods and services of 'use' value within non-market exchange relations and 'exchange' value goods and services in monetised sectors from invisibility of women's work to recognition of their direct and indirect contribution to household and GDP - women headed households - Analysis of the structure of production and labour force participation of women by rural - urban residence and by education-women in the organised sector - women in the unorganised sectors - labour market segmentation and sex typing of occupations - women's share in economically active population

as professional and technical workers, as managers and
administrators, as clerical and service workers, as industrial
and agricultural workers - wage employment and self employment
discriminatory hiring and wage practices - education and
training for economic skills, productivity - legislation and
its impact.

101.7 Women and Polity: (An Alternate Paradigm)

Women's participation in the political arena - historical
overview, freedom struggle - Constitution of India and its
making - membership of political bodies at national, state and
local levels - socio-economic characteristics of women in
politics - the use of universal franchise - voting patterns
and behaviour of women - national, state and local elections -
reservations in local bodies, Panchayats - requirements of a
representative democracy - women to represent women's interests -
State as a patriarchy - a comparative perspective on different
political systems - women in the Indian Constitution - Need
and search for peace and Development.

101.8 Women and Media

- Role of Media in achieving education for equality
  between sexes - clear policy outlines to be developed
  for radio and T.V. - measures to persuade film producers
  and other media personnel on these lines.

- Ensuring fair representation of women as individuals
  in their own right within political, economic and cultural
  systems.

- Media tends to reinforce sex stereotypes - hence
  efforts through media to redefine women's roles,
  create alternative behaviour patterns and life
  styles to portray the new women -

- Negate messages which glorify motherhood and widowhood
  and stress only on the more submissive and negative
  attiribute of women which are hurdles in the way of
  women's development.

- Women not to be treated merely as glamorous sex objects
  used for promotion of commercial products.

- Positive effect of media on socialization, development
  of self concept, decision-making with regard to
  choice of clothes, occupations, life partner etc.

- Propogation of new cultural values, re-assessment
  of needs and priorities and a realistic appraisal
  of organisational, economic and political possibilities
  by which the status of omen can be enhanced.

101.9 <u>Women and Law India</u>

- Social evils in the society.
- Abolition of Sati, female infanticide, enforced
  widowhood, Age of consent Bill.
- Sarda Act
- Rau Committee
- Codification of Hindu law
- Hindu Code Bill
- Special Marriage Act
- Suppression of Immoral Traffic among women (amended)
- Anti-Dowry (amended)
- Laws for women working in factories, industrial
  and plantations -

- Medical Termination of pregnancy

- Equal pay for equal work

- Married women's property bill

- Central Legislation to ban amniocentesis etc. (Proposed)

101.10 Women and Environment

- What is environment, inclusive of human interaction
  with their surroundings i.e. the biosphere.

- Definition of the term biosphere.

- The continuous process of destruction of our natural
  resources has brought the world to the verge of disaster,

- As a result of the devastation of the environment and
  its deteriorating condition, women have become the
  major victims of this crisis why ? Because

- Third World women depend on land to meed most of
  their survival needs. Agriculture is the main
  occupation.

- To construct the prevailing situation environment
  conservation and improvement is necessary. The
  success of this world depends on the women's
  involvement, use and management of natural resources.

- Women are intimately involved in the problem of
  human settlement.

- Chipko and Apco movements to be discussed as
  illustrative examples.

- Women's participation in the protection and conservation
  of environment is significant. For this, environmental
  awareness programmes involving women on a mass scale
  must be advocated by the Government.

101.11 Role of Women's Studies

- Emergence of women's studies as a legitimate field of enquiry - as an academic discipline and as a strategy for change - U.N. Development Decade for Women 1975-85.

- Growth of concepts, methods and a vast body of research, data and information networks of researches - amorphous to specilised treatment - search for a meaning - as an aim of political action for women and by women -

- The Function of Women's Studies is to support for changing the situation of women within of the framework of equality of all through -

  (1) research
  (ii) training
  (iii) extension

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102 : EDUCATION AND SOCIALISATION OF GIRL CHILD

Course Number	:	102
Course Title	:	Education and Socialisation of the Girl Child
Course Credits	:	2
Contact Hours	:	20
Course Coordinator	:	Sandhya Paranjpe
Associate Faculty	:	U. Nayar
		N. Joneja
		K. Ahmad
		G. Verma
		R. Muralidharan
		P. Dasgupta

Rationale

India's child population constitutes 42% of the total population. For the success of any development strategy for the empowerment of women, special focus would be necessary on the child population with particular reference to the 'girl' child.

The life cycle of continuous deprivation and discrimination of the girl child has led to her low self image, lack of leadership and decision making qualities and particularly complacent personality. All efforts to improve and raise the status of the girl child would fail, unless a proper understanding and insight into the problems associated with socialisation and child rearing practices are achieved.

Data collected and analysed against the background
of demography, health, nutrition and socio-economic
indicators would serve as a sound data base and provide
relevant information for formulation and implementation
of action based programmes through which would emerge the
barriers and gaps for interventional strategies.

Part I of the course deals with the situational
analysis of the girl child in India.

Part II deals with holistic development of the
child which is very essential towards the development of
proper adult roles and her empowerment.

Objectives

i)   To raise the health, nutritional and educational status
      of the girl child by identifying barriers and gaps
      and proposing positive intervention strategies.

ii)   To study the socialisation and child rearing practices
      and its effect on the development of the self concept
      and other personality dimensions.

Lecture Themes: Education of the Girl Child

Part A: Situational Analysis:

102.1 The Girl Child in India: A Socio Cultural Overview

102.2 Health and Nutrition of the Girl Child - Needs
       Assessment

102.3 Socialisation and Child Rearing Practices: Gender
       Roles and Identity Formation

102.4 Early Childhood Care and Education of the Girl Child

102.5 Universalisation of Elementary Education - A

Development Programme for Girls (Formal/Non-formal)

102.6 Access to Diversified Secondary and Higher Education

In India

Part B Towards Holistic Development:

102.8 Formation of Positive Self-image.

102.9 Leadership and Decision-making

102.10 Communication Skills

102.1 The Girl Child in India: A Socio Cultura Perspective

- Gender a powerful predictor of access to societal

resources - The need for focus on the girl child -

access of girls to health, nutrition, education and

personal freedom determined by the status of women

in a particular group - The regional variations in

the status of women and its implications for girls'

education.

102.2 Health and Nutrition of the Girl Child - A Needs

Assessment

-    Low Health and Malnutrition

-    Nutritional disorders and diseases

-    Sharing of Nutritional resources within the family

-    Special needs of infants, toddlers and the girl child

-    Impact of nutrition on the health and growth of the girl

- Additional requirement at adolescent period, catering to the 'growth spurt'.

- Causes for low health and malnutrition, are as follows. ignorance, socialization practices, boy preference etc.

- Effect of Prenatal Malnutrition

- Births unattended by trained medical facilities

- Health facilities and hospital care is not so readily available and their access to girls/women is not in the same proportion as for males

- Poor sanitation, rural water supply, lack of potable water - additional work for women and girls and health hazards for all family members especially children.

- Early marriage - unsafe motherhood - low birth weight babies - infant and child deaths - longer fertility span - more mouths to feed

102.4 Socialisation and Child Rearing Practices

- Socialisation patterns of a group prepares the child for future roles

- Helps the child to acquire the skills, knowledge and values of a particular group

- Childhood training and child rearing are influenced by the characteristics of a specific culture.

- Child acquires the gender identity through socialization and child rearing practices, creation of gender stereotypes.

Culture influences feeding, weaning and bringing up
practices - girls grow up submissive, lacking
cinfidence, poor in decision making skills, with a low
self concept - because of the weak role models and
socialization practices - school and society further
reinforce the low self image and the gender role
stereotypes

The family is the first unit and primary agency for
socialisation. Ours, which is a highly stratified
society has certain distinct features like agrarian
economy, heirarchial, patriarchal, caste and class
dominated systems, all these forces create an acute
dependency amongst girls and women

Preparation for present society would depend largely
on a careful analysis of the existing practices and
a search for new socialization practices through the
home, school, peer groups and society at large.
A conscious effort to resocialise both women and men
in the right direction would be needed for the
empowerment of girls/women - redefinition of roles,
values and desired attributes.

102.5 Early Childhood Care and Education

The objective of ECCE as stated in the NPE 1986
is the total development of the young child in
the age group 0-6, with emphasis on underprivileged
and first generation learners.

- Early childhood stimulation

- Preparation of children for primary school

- Support service for working women in low income groups strategies (a) Development of structures (b) approaches

- Models to describe structural and organisational apprdach

- Training of persons - training curriculum - training design - training levels - training institutions - training cells

- Setting up of Resource Centres, at state levels, functions to be outlines

- Planning of Equipment/Materials/Media

102.6 Universalisation of Elementary Education (Formal)

- Constitutional provision free and compulsory education to all children upto the age of 14 yrs.

- Various factors responsible for the slow progress of UEE are sociological, economic, psychological

- a) Provision of schooling facilities
  b) Universalisation of enrolment
  c) Universalisation of retention in schools
  d) Wastage and stagnation

- Low relevance of curriculum to children's needs and problems

- Teachers indifference and inefficiency, lack of girls and womenteachers hinder the access of girls

- Steps to achieve the targets of universalisation programmes through a total holistic approach

  a) Financial allocation to reach difficult areas and difficult groups of the country

  b) Separate schools for girls with women teachers

  c) Provision of Creches & Balwadis

  d) Incentives like free books, uniforms, mid-day meals

  e) Sensitization of policy makers, planners, administrators, teachers and teacher educators on equality between sexes and the special needs of girls

  f) Effective area planning, District, Block, Institution of Public Education through media compaigns

Non-formal

- Non-formal system of education for those out of school
- Short term courses with constant guidance
- Suitable time/place with a meaningful curriculum
- Facilitate admission through multiple point entry and re-entry into the formal system
- Need based curricula
- A well organised purposeful programme of education based on learners and interest
- Instructional material based on learners needs/interest
- Equivalence with formal system and certification
- People's participation

102.7 <u>Access to Diversified Secondary Education</u>

- Secondary and diversified education largely an urban, middle class phenomenon

- Historical aspect - Vedics - Buddhist, 18th and 19th Century - (Tols, Patashalas, Maktaba and Mabrassaha)

- Beginning of Modern Education - missionary activities - Introduction of English Education in India (1835)

- Education largely seen for improving quality of family life, traditional roles and no wider social context, in the case of girls.

- Early twentieth century education of women developed faster, enrolments increased. However, even today women form less than quarter of the total enrolment

- Fewer girls opt for courses in technical and professional education, mostly opting for humanities and home science, sex stereotyped curricula and interstate variations add further to the problem.

- Position of girls is worse in vocational, professional and special education schools at school level

- Education of girls does not equip them for anything except for low white collar jobs - limited social roles.

- Analysis of occupational structure - extensions of their female nurturance roles

- Strategies to be adopted to increase access of girls to diversified secondary education!

(i) Need to sensitize educational policy-makers, planners and administrators to the need for equity and equality between sexes

(ii) Strong career counselling cells/units to increase the effective participation of girls in professional courses.

(iii) Vocational, professional and technical colleges to be increased with more non-traditional courses.

Part II

102.8 Formation of a Positive Self-concept and Self Image

- Why is holistic development needed in the girl/woman

- Need for a conscious effort to analyse causes of a low self image and steps needed to develop a positive self image.

- Discuss various strategies to inculcate self-confidence and decision making in girls.

102.9 Leadership and Decision-making

- Discuss the various leadership and decision-making styles.

- The pitfalls made by decision-makers

- The usefulness of participative decision making, the need to inculcate this from childhood

- The development of these two personality traits as
  against the traditional role model of an Indian Women
- The need to develop both leadership and decision
  making qualities in Indian women
- Methods of developing these qualities through
  various institutions and their activities like
  the family/school and community

102.10 Communication Skills

- Communication an art and a science to be learnt and
  improved. It is a dynamic purposive process.
- Expression of thought and ideas, intentions, opinions
  and desires to others using a wide variety of means
  of communication like print, graphs and pictorials etc.
  facial expressions, body movements, gestures and actions.
- Major functions of communication - information, command,
  influence, integrative, feed back.
- Process - sender - message - received
- Transmission through different media and dimensions
- How the processes operate to almost exclude the girl
  child and women from expression, from decision making,
  from influence and power ?
- Communication as a major tool of women's empowerment
  to be developed by the women for the women and men
  open systems of information - training in articulation
  - opportunities for free expression.

1. Dubois, Aboe, J.A. and H.K. Beauchamp, Hindu Manners, Customs and Ceremonies, Delhi: Oxford University Press 1978.

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8. Gupta, Amit Kumar: Women and Society Criterion Publications - New Delhi 1986.

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103 : <u>ELIMINATION OF SEXIST BIAS FROM CURRICULUM AND EDUCATIONAL PROGRAMMES</u>

Course Number	:	103
Course Title	:	Elimination of Sex Bias from Curriculum and Educational Programmes
Course Co-ordinators	:	Sushma S. Jaireth
Course Credit	:	2
Contact Hours	:	20
Associate Faculty	:	U. Nayar
		V. Parthasarthy
		M. Chandra
		S. Kumari
		A.K. Mishra
		S. Bhushan
		A.K. Sharma
		S. Paranjpe

Rationale:

Education plays a powerful role in perpetuating the sexist bias if no planned intervention is made to negate this and turn it into a vehicle of positive reinforcement of sex equality. An analysis of existing sexist biases in the curriculum and educational programmes shows lower access in vocational subjects, as also a low participation in social processes. No conscious efforts have been made to give training to females in order that they are on an equal footing with males.

The present course analyses the National Curricular Framework in relation to all its elements, more particularly to the core value of equality between sexes which is a constitutional right and has received major attention in the National Policy on Education 1986.

All major education commissions and committees advocate implementation of an undifferentiated curricula. Elimination

of sexist bias from the curriculum, textbooks and educational programmes is the central theme of the DWS activities. The DWS makes a strong case for sensitisation of policy makers, planners, administrators, teachers, curriculum developers, textbook writers and the larger community on the need and importance of equality between sexes. An attempt is made to propose a positive interventionist strategy in the form eliminating all biases from the textbooks. A strong school-based programme for promoting equality between sexes and eliminating the various biases operating in the community at large is also discussed.

Objectives:

i)   Generate awareness about how sexist bias operates at all levels in the educational system as well as in curriculum development, textbooks, transaction and educational programmes.

ii)   Removal of sexist bias from the content, process and transaction of all type s of educational programmes.

iii)   To propose institutional based intervention programmes

Lecture Themes:

103.1   Curriculum for Human Development

103.2   Curriculum and the Gender Question

103.3   Elimination of Sexist Bias from Textbooks

103.4   School as an Agent of Change and Intervention

103.5   Curriculum Transaction in different areas

103.6   Inputs into Teacher Education: Pre service and In service.

Lecture Themes

103.1 Curriculum for Human Development

- Importance of curriculum in education and human development with reference to the NPE.

- Definition and role of curriculum

- Objectives of curriculum development

- Content of curriculum

- Process-teaching learning

- Ten core values to be incorporated in the curriculum

- Curriculum as related to human development in relation to three specific aspects -

  i) cognitive

  ii) psyche motor

  iii) effective

- Curricular areas

- Need to improve the quality of curricular transaction

- Need for a common curriculum structure throughout the country through -

  i) specifying minimum levels of learning

  ii) relevant courses to be prescribed

  iii) self learning and the child centres approach to be stressed upon.

103.2 Curriculum and the Gender Question

- Curriculum as a means of social control and social change

- Specific aims/purposes of curriculum

  i) integration

  ii) personality foundation

iii) all round development of the child

iv) national/society's development

v) State/area specific aims

- Historical antecedents of the development of the
· present curriculum pattern

    i) British legacy - a selective differentiated curriculum leading to segmentation of the society.

    ii) No differentiation began with the post independence period.

    iii) No difference in boys and girls except for the stress on the Home Science syndrome

    iv) Trace the importance of the various commissions to the present NPE 1986, with reference to previous reports like Hansa Ben Mehta, Kothari Commission and Ishwar Bhai Patel

    v) To eliminate any curriculum differentiation, focus should be laid on curriculum transaction, through inputs into teacher education both in service and pre-service.

103.3 Elimination of Sexist Bias from Textbooks

- Definition of sexist bias and sexism.

- Operation of biases in textbooks and how they destroy or perpetuate the biases in society.

- Textbooks should reflect values and realities, through the content in terms of language and visuals

- Area of sexist bias.

- Different types of textual material -

    i) textbooks

    ii) supplementary readers

    iii) children's literature

- Evaluation and elimination of sexist bias

- Evaluation through content analysis

    a) Ommissions

    b) Sex stereotyping

    c) Linguistic bias

    d) Presentation

    e) Illustrations

- Locating Negative Attitudes and Areas of Bias

- Locating Positive aspects

    i) evaluation tool for teachers

    ii) elimination through a conscious approach on
        the part of textbook writers, teachers students,
        parents and author's developments of alternative
        literature.

For Teachers

a)   Developing a discriminating attitude in the students
      to the issues concerning women.

b)   Better quality curriculum transaction.

c)   Generation of awareness through various formal/informal
      activities.

d)   Finally emphasize the need for a strong school based
      programme for EBS

103.4 <u>School as an agent of change and intervention</u>

- establishing EBS and women's empowerment through the school (NPE 1986, POA)

- The school as a vehicle or an agent of change, with the child as the focus

- The school system

   i) administration for e.g. State Deptts. etc.

  ii) principals

 iii) teachers

  iv) students

   v) parents

- Types of activities through which EBS can be established by the teachers, redefinition of roles, duties and values. Different activities for different age groups, according to their

   i) academic abilities and interest s

  ii) co-ourricular

- The importance of classroom management and interaction with students

- Student as an agent of change within his/her immediate community.

- Interaction of the school with agencies operating in the village and community for e.g. Yuvak Kendras, Aganwadies, Adult and Non-formal Education Centres etc.

103.5 <u>Curicular Transaction in Different Areas</u>

- Biases in individual subjects can be avoided if the objectives given below are adhereed to in theory and practice.

A. **Languages**

- While reading any type of textual material the teacher must develop the child's ability to discriminate and be able to distinguish sex biases both in context and visuals .

- Biographies of women as achievers should be included in supplementary readers

- Women should be considered as a part of the total society. Co-operation and sharing between sexes should be stressed.

B. **History**

- The status and the role of women in the development of the society whether in India or any other country must be projected

- Women's con ribution towards the growth of any civilization or culture must be highlighted

- The teacher should develop a discriminatory attitude in the students so that the child can avoid believing distorted facts about women in history.

- All this can be achieved through talks, groups discussions, video shows, project work and dramatics

C. **Social Sciences**

- Awareness of a citizen's rights, duties, roles and abilities as depicted in the constitution.

- To project women's role in the freedom movement and stress on the legal rights of women.

- The role of the women in the family and also the role of the other members.

- Family as a joint institution with equal sharing of roles and responsibilities.

- Awareness of social evils through debates and other activities, dignity of labour, equality of opportunity in the walks of life must be stressed.

D. Fine Arts

- All types of dances, music and art forms should be made available to both sexes and no gender dimension attached to any type of art form.

- Aesthetic realisation and fulfillment should be the objective.

- Equal participation of art related activities by both sexes should be encouraged.

- Stereotyping in t... projection of an artists work should be avoided.

E. Science

I Teaching of science should be made compulsory for ever student irrespective of their sex.

- Science education should be environment based.

- Correct knowledge of the human physiology is a must for all children.

- Biases regarding the ability of girls in coping with science must be eliminated.

F. **Mathematics**

- Teaching of mathematics should emphasize logical thinking.

- Decision making ability should be equally developed and problems reflecting gender biases should not be taken up in the courses.

103.6 _Inputs into Teacher Education: Pre-Service and In-Service_

- Sensitize the teachers on various issues pertaining to education for women's equality and projecting their positive image.

- Encourage the pupul-teachers to take up projects to identify, analyse and study problems of girls education and suggest practical solutions

- Awareness of constitutional provisions of equality between sexes

- Relefining the role of every member of family with special emphasis on divisionof labour, sharing of responsibilities.

- Impact of women's education on socialchange and how does social change affect women.

- Need for eliminating sex bias in the curriculum and in all curricular activities

- Special attention paid to peculiar problems of girls due to physiological changes at puberty.

- Need for positive attitudinal change towards female child and equal treatment towards children of both sex in the family environment.

- Removal of misconception, myths, stereotypes about the role, abilities and capabilities of females

- Equality of sexes be encouraged through all curricular activities like work experience, cultural activities, games and sports etc.

- Need to give women appropriate place and importance in managing committees and proper representation

- Emphasis on removal of inequalities of deprived sections of the society.

LIST OF READING

1. **National Curriculum for Elementary and Secondary Education:** A Framework NCERT Publication

2. **Status of Women through Curriculum** Elementary NCERT Publication - NCERT 1982

3. Kulshreshtha I. and Surja Kumar (ed.) Women through Curriculum Secondary and Senior Secondary Stages - NCERT 1984.

4. Kalia N.N. Sexism in Education: The Lies We Tell Our Children

5. Kalia N.N. From Sexism to Equality

6. Kulshreshtha I. Undoing the Damage - NCERT 1989

7. Kulshreshtha I., **Women's Studies in School Education:** New Delhi, Sterling Publishers Pvt. Ltd., 1989

8. Kulshreshtha I., (Ed.), **Image of Women and Curriculum** in English, New Delhi, NCERT, 1985.

104 :   QUALITATIVE AND QUANTITATIVE
METHODS IN WOMEN'S STUDIES

Course Number	:	104
Course Title	:	Qualitative and Quantitative Methods in Women's Studies
Course Coordinator	:	K.C. Nautiyal
Course Credit	:	2
Contact Hours	:	Total 20 Theory 10 Practical 10
Associate Faculty	:	Usha Nayar Y.P. Aggarwal S.C. Numa

Rationale

Women's Studies is a new field with a very special goal of promoting gender equality, all round development and peace in the society. The emergence of this discipline is manifestation of concern towards increasing inequalities, discrimination, inhuman exploitation and marginalisation of women in all walks of life. No doubt, recent years have witnessed some marked changes in the methodology of women's studies. The thrust of studies, has shifted from very general, discipline oriented, descriptive macro-level studies to the micro-level indepth action oriented research. In this context the importance of quantitative and qualitative methods in women's studies for generating necessary data and information on the gender dimensions on scientific basis can hardly by over-emphasised. It is well accepted that the 'Information is power' and it is needed for making an assessment of the present situations, assessment of gaps and the magnitude of the task with reference to well stated policy goals; for diagnosing

the problems by undertaking bench mark surveys; for making
projections and policy formulation, planning, implementation,
monitoring and evaluation of specific programmes etc.
The methodological thrust in women's studies are increasingly
being backed by statistical studies and findings and are
essentially oriented towards participatory and action research.
The researches are focussed on generating awareness against
sexist approach and behaviour of the society and devising
effective reformative actions for the betterment of women
ensuring them equality and dignity in all spheres.

Lecture Themes

104.1   Methodology of Women's Studies

104.2   Data and Sources of Data

104.3   Development of Quantitative Indicators

104.4   Qualitative Methods in Women's Studies

104.5   Analysis of Data - Statistical Methods I

104.6   Analysis of Data - Statistical Methods II

104.7   Indicators: Demographic & Educational Indicators

104.8   Economic and Social Indicators

104.9   Presentation of Data

104.10 Data Needs for Monitoring and Evaluation of Educational
        Programmes for Women's Equality.

Lecture Themes

104.1   Women's Studies: Some Methodological Issues:
        Historical Perspectives: Emerging Trends.

104.2 **Data and Sources:** Primary Data Secondary Data, Sources of Data: Published and Unpublished Reports of Government and Non_Governmental Agencies at 'National State, District and Block level as well as International Level.

104.3 **Quantitative Indicators:** Indicators of Input: Indicators of Processes and Indicators of Output.

104.4 **Qualitative Methods in Women's Studies:** Content Analysis Case Studies: Observations and Participatory Modes of Investigations.

104.5 **Analysis of Data** - Variables: Attributes: Parameters: Indicators. Coding and Compliation.

104.6 **Tabulation of Data:** Rounding of Data; Discrete and continuous; Ratios, Rate and Percentages; Measurement of General Tendencies; Mean, Mode, Media, Measurement Dispersion: Range; Quartiles, Percentile; Mean Deviation; Standard Deviation; Variance: Co-efficient of variation; Representative Index and Lorenga Curve: Co-relation: Regression.

104.7 **Indicators:** Density of population: Decadal Growth, Decadal Variation: Urbanisation, Sex Ratio; Crude Birth Rate, Crude Death Rate, Infant Mortality Rate: Total Maternal Fertility Rate, Age Distribution: Expectation of Life at Birth: Migration

Child Woman Ratio

Mean Age at Marriage

Child Dependency Ratio

Educational - Literacy Rate: Literates by Level of
Education, Enrolment Ratio; School Pupulation Ratio;
Pupil Teacher Ratio; Educational Facilities; Percentage
of Schools in Pucca Buildings, Open Space; Single
Teacher Schools; Schools with Separate Lavatories for
Girls: Educational Infra-Structural: Per Pupil State
Expenditures: Direct Expenditure; Indirect Expenditure:
Opportunity Costs; Private Costs: Institutional Costs:
Social Costs: Dropouts Stagnation and Wastage, Universal
Retention; Indicators of Inputs, Process and Output.

104.8 Economic Indicators: Workers; Main Workers, Marginal
Workers, Work Force Participation Rate, Labour Force;
Labour Force Participation Rate, Incidence of Child
Labour, Sectoral Distribution of Workers, Inciden e
of Wage Discrimination. Contribution of Females to
Economy: Women Headed Household, Coceptual and
Measurement Problems.

Social and Political Indicators - Incidence of Dowry
Deaths Rape, Kidnapping, Eve-teasing and other Harassments
Participation in Panchayats, Mahila Mandals, Legislative
Assemblies, Zila Parishad, State Assemblies and National
Parliament, Representation in Other local bodies, Various
Committees and Commissions at National State and Local
Level.

104.9 Presentation of Data - Construction of Graphs, Pie
Diagrams: Charts and Maps.

104.10 <u>Trends and Analysis</u> - Linkages between Various Indicators Inter-relationship between Economic, Social Demographic Health and Educational Indicators.

Data Needs for Monitoring and Evaluation of Educational Programme for Women's Equality, Data Bank and Selection of Indicators.

<u>Select Bibliography</u>

NCERT: <u>Elementary Statistics</u>, New Delhi, 1989.

Croxten Cowden: <u>Applied General Studies</u>, Prentice Hall, 1982.

Garret M.E., <u>Statistics in Psychology and Education</u>,

Johnstone, Names, <u>Indicators of Educational System, Unicef</u> IIEP, Paris, 1981.

UNESCO, <u>Statistical Year Book</u>, 1989

Schmid: <u>Handbook of Graphic Presentation</u>, Ronald Press

105 : MOBILISATION OF WOMEN AND COMMUNITY

Course Title	: Mobilisation of Women and Community
Course Number	: 105
Course Credit	: 1
Contact Hours	: 10
Course Incharge	: Kiran Devendra
Associated Faculty	: S.A. Lalitha
	V. Mehra
	P. Menon
	S. Patel
	S. Batliwala

Rationale

It has been repeatedly emphasised in the NPE 1986 and the POA that women should be empowered for raising their social status. The National Perspective Plan (1988-2000) also perceives women as an important force and also as a vital agent of change in the nation building process. Hence it is necessary that they should be mobilised and motivated for action in such a direction that their potentialities are fully and properly utilised.

To facilitate empowerment of women, it is very important that the community wherein they are placed is also mobilised so that it accepts women not only as agents of change but, also help them in developing their total personality by putting least resistance in the way of their self expression and motivation for action. To obtain the maximum output in this process it is a must that the

inculcated values in women and the local community should
not be at variance with each other. Hence both need to
be addressed simultaneously.

For obtaining better results, it is desirable that
the psychological principle of participatory approach for
mobilising women and the community may be followed. The
ultimate objective is that women and the community should
grow together through self efforts and mutual support.
If it happens then outcome will be long lasting and more
satisfying for all concerned with women.

Keeping the above points in view, the course,
'Mobilisation of Women and the Community'has been
included in this training programme.

Objectives

(i)   To understand the history of women's movements and
        mobilisation at the national and international level.
(ii)   Prepare women for action to facilitate the process
        of universalisation of elementary education.
(iii)   Raising the status of girls and women in the community.
(iv)   Mobilise the community to accept the changed role and
        status of women and provide them cooperation and a
        favourable environment to go ahead in the desired
        direction.

Scope:

To start with, the training programme will be limited
to the following aspects:

1.   Mobilisation of women and community in the rural areas.
2.   Mobilisation of women and community in the urban slums.

3.   The word women include girls (in the age group 0 to 14 years). In this way the target group will be 0 to 35 years (and even above when required).

4.   Women will be mobilised for their personal and mutual development. The methodology which would motivate them to become educated, socially developed and economically self reliant in their personal and mutual efforts will be explored for adoption.

Women will be mobilised to create a congenial atmosphere at home and in the neighbourhood for proper social educational and economic development of their daughters and the girls in the neighbourhood.

In this way women have to be mobilized for their own education and development as well as the education and development of their daughters by self help and mutual efforts.

The community will be mobilised to create facilities and positive environment for the empowerment and preparation for action for women in that area.

Lecture Themes

105.1   Mobilisation of women and community - Theoretical framework

105.2   Agencies working for the mobilisation of women and community and existing schemes and programmes for the empowerment of women.

105.3   Preparing women for social, economic and political action.

105.4 Community participation in planning programmes for mobilisation of women and community.

105.5 Case studies

Lecture Themes

105.1 Mobilisation of Women and Community - Theoretical Framework

- Importance of community participation in any programme

- Importance of community participation in the women's education, development and empowerment

- Importance of the development of women in the self and mutual educational, social and economic upliftment.

105.2 Agencies Working for the Education and Empowerment of Women in Rural Areas and Urban Slums and Existing Schemes and Programmes for the Empowerment of Women

Mahila Mandals

- Aim of the formation of Mahila Mandals

- Structure and functioning of Mahila Mandals

- Problems faced by the Mahila Mandal, office bearers in expending the movement

- Existing state government network of field staff for the Mahila Mandals

- Problems of the field staff in mobilising women for education and development

- Possible ways to solve these problems

  Village Panchayat - Reservation of seats for women Punch - legal provision for contesting elections to village Panchayat by women, actual situation -

Expected and performed roles of women Panchas in
the upliftment of women - possible ways to generate an
awareness in them about their rights and encouraging
them to take decisions.

Nehru Yuvak Kendra - Their aims and working methodology, -
problems faced and methods adopted to overco e the same.

Agencies working for the upliftment of women in urban
slum. - Their aims and working methodology - problems -
faced and methods adopted to overcome the same.

)5.3 Preparing women for social economic and political action

Various governmental schemes and programmes for
economic betterment of women e.g. craft training
centres, small saving schemes, soft loans for generating
self employment opportunities; technical guidance in
running small production units etc.

Various government schemes for educational improvement
of women - Anganwaries - non-formal centres for girls,
adult literacy centres, public and mobile libraries,
awareness programmes conducted by central and state
Public Relation Departments.

Various governmental programmes initiated for social
upliftment and giving emotional support to women e.g.
legal advice provision of homes, where married women can
stay with their children in case of any problem in their
matrimonial homes, special cells at the police stations
to listen to their grievances and finding solutions to
the same.

Voluntary agencies working for the general upliftment
and specific aspects of women's life - their aims,
working methodology, problem faced and methods adopted
to overcome the same.

Preparing Women for Action

- History of Women's Movement

- Women's movement in the West

- Women's movement in India

- Impact of West on Women's Movement in India

Methodology for mobilising women for universalisation
of elementary education - Acquainting them with
preventive measures of health care - preparing women
as a pressure group to discard obsolet customs,
traditions, social norms, superstitions, prejudices,
soc'al taboos etc. which come in way of women'.
Development ways to develop communication skills to
effectively convey their problems - Methodology for
building a positive self-image, self-confidence; ability
to think critically, building up group cohesion;
fostering leadership qualities, decision making and
action; providing where-withal for economic independence;
or raising themselves in trade unions to get proper
wages and facilities.

105.4 <u>Community Participations in Planning Programmes for</u>
<u>Mobilisation of Women and Community</u>

Ways to bring awareness in the community members about
need of empowering women; motivating them for willing
cooperation in empowering women, identification of the

programme, Schemes etc. where in key person can be involved &t the decision making and implementation stages.

105.5 Case Studies

Presentation and discussion about some of the situational studies conducted in the NCERT or by other persons or organisations on voluntary basis.

1.   Towards Empowerment
     Report of an FAO - FFHC/AD
     South Asia Training for Women Development Workers, 1983

2.   Bhatia S.C. and Bhansali Kamalini ed; Social Development
     Management; Notes for a train' g Programme, Department
     of Women and Child Development, Ministry of Human
     Resource Development and United States Agency for
     International Development, New Delhi.

3.   Report of National Conference on Women and Child
     Development (11-12 February, 1989)

4.   Bhasin, Kamla Are We On the Right Track, Report of
     a Workshop on Participatory Evaluation, New Delhi, 1986.

5.   Khan, Nighat Said and Bhasin, Kamla, Sharing One Earth
     Report of an FAO - FFHC/AD South Asian Consultation
     on 'Responding to the Challenge of Rural Poverty in
     South Asia: Role of Non-Governmental Organisation',
     Bangladesh, April 28 - May 2, 1985.

6.   F.A.O., Information Critique, Krishi Kshetra Main Auraten
     (Women in Agriculture), New Delhi, 1987

7.   Mahila Samakhya, Ministry of Human Resource Development
     (Deptt. of Education), Government of India, New Delhi,
     1988.

8.   National Perspective Plan for Women 1988-2000 A.D.
     Report of their Core set up by the Deptt. of Women and
     Child Development, Ministry of Human Resource Development,
     Government of India, 1988.

9.   Bhasin, Kamla, Khan, Nighat Said, Grappling with
     Each Other: Action and Theory, Report of a South
     Asian Workshop on Women and Development (Bangladesh)
     March - April 1986.

10. Asthana, Pratima, History of Women's Movement in India,
     Vikas, New Delhi, 1974.

11. Liddle, Joanna, Joshi, Rama, Daughters of Independence,
     Kali for Women, New Delhi, 198 .

12. Span No. 7, July 1989.

106 : <u>PROGRAMME PLANNING</u>

<u>AND</u>

<u>PROJECT FORMULATION</u>

Course Number	:	106
Course Title	:	Programme Planning & Project Formulation
Course Coordinator	:	Usha Nayar/Sandhya Paranjpe
Contact Hours	:	20
Associate Faculty	:	M.M. Kapoor
		S. Bhattacharya
		S. Bisaria

Rationale

Due to increasing resource constraints and the need to accelerate the pace of development through the optimum utilization of all resources both human and material, it is increasingly being realized that well planned and formulated projects can be an effective means of the implementation of development plans. In the area of education this is a vital and crucial skill. In the area of women's education, there could be no better tool for effective resource mobilisation and its utilization.

Effective Programme Planning and Project Formulation are techniques which need to be developed in this area. It is however not enough to have just technical skills but a deep commitment to equality is needed as much.

Objectives

(i)   to acquaint theparticipants with the concepts and methods of programme and project planning

(ii) to develop adequate skills in project formulation for women's education and development

(iii) to sensitize the participants to the need of monitoring and evaluation

Lecture Themes

106.1 - Introducing the Project

106.2 - Project Formulation

106.3 - Project Implementation

106.4 - Project Monitoring

106.5 - Project Evaluation

106.6 - Practical Exercises

Lecture Themes:

106.1   Introducing the Project

- Concepts of a plan, programme and project
- Characteristics of a project
- Contexts of a project proposal
- Phases of a project
- Elements of a project plan

106.2   Project Formulation

- What is project formulation
- Stages in project formulation
- Variables affecting the project
- Steps in a project plan

106.3   Project Implementation

- Provisions needed for project implementation
- Problems in project implementation
- Emphasizing t'
  project pl

106.4 Project Monitoring

- Definition of monitoring

- Scope of monitoring

- Methods

- Process

- Purposes

106.5 Project Evaluation

- Definition of evaluation

- Main features of evaluation

- Stages of the process of evaluation

- Purposes of evaluation

- Distinction between monitoring and evaluation

106.6 Practical Excercises

- Planning of a project

- Implementation (data collection etc.)

- Analysis of the data collected

- Outcomes

References

Krishna, Mridula : Projéct Planning in India, New Delhi, Indian Institute of Public Administration 1983

Gray Clifford F : Essentials of Project Management USA, Petrocelli Books, Inc; 1981

UNESCO : Regional Planning in Education, Training Materials in Educational Planning Administration an' Facilities, Division of Educational Policy and Planning, Paris, 1982 (Module V)

Bergen. S.A. : Project Management – Oxford, Basil Blackwell 1986

Nayar, Usha : Project Formulation Management and Evaluation

Course Number	:	107
Course Title	:	Computers in Education
Course Credits	:	2
Contact Hours	:	Theory/Practical 16
Course Coordinator	:	K.C. Nautiyal
Associate Faculty	:	Sridhar
		A. Mehta
		Y.P. Aggarwal

Rationale

In recent years computers have gained immense popularity on account of their utility, versatility and convenient application. In education computers have a vast scope and are being used as an essential tool for learning, teaching of difficult concepts in science, mathematics and other subjects. There is, however, a lot of phobia prevailing among teachers particularly among female teachers and administrators about handling of computers. They fear using it as if it is a highly delicate and fragile system requiring very special skills and training for using the system. There are several misgivings about the special care required for its operation and maintenance.

Today, we have personal computers, which are very efficient useful and occupy a very small space. The entire configuration can be placed on a simple writing desk. The system can be handled at ease. There are several built-in provisions which makes it very easy to operate with almost cost free maintenance. Their installation hardly needs any special arrangements like an air-conditioned room or any other facility except an electric point and dust

computers and teaching of computers in schools is an
inevitable necessity.

In women's studies, computers acquire great significance
particularly for compilation, tabulation and editing of data
.

Objectives

(i)   To acquaint the participants with the use of computers in
      our life and in education in particular

(ii) To familiarise them with the operating system of computers

(iii) To familiarise them with the computer hardware and software

Lecture Theme:

· 107.1   Introduction to Computers

107.2   Operating System: Hardware: Input: Output Devices

107.3   Computer Software

107.4   Computer in Education

107.5   Computer Programming I

107.6   Computer Programming II

Lecture Themes:

107.1   Introduction to Computers: History of development of
        computers - their application in present day life and
        in education

107.2   Operating System: Hardware, CPU, Input-output devices,
        operational precautions.

107.3   Computer Software: Binary System; Various Computer
        language like Basic, Fortran, Cobal, Word Processor,
        Data Base, Spread Sheet.

107.4   Computers in Education: Teaching of subjects like
        science, mathematics, history, geography through
        simulation and using of graphics. Use of computer

in development and management of information system, Data analysis, use of special social science packages.

107.5 Computer Programming - Basic

107.6 Computer Programming - Data Base and Word Processor

References

Salwi Dalip M. I am a Computer - A Handbook of Computers. Ma-dhuban Educational Board, New Delhi, 1988

Rajaraman V. Fundamentals of Computers, Printice Hall of India, New Delhi, 1988.

108 : <u>TRAINING WORKSHOP ON METHODOLOGY</u>

<u>FOR WOMEN'S EDUCATION & DEVELOPMENT</u>

Course Number	:	108
Course Title	:	Training Workshop on Methodology for Women's Education & Development
Course Credit	:	2
Course Coordinator	:	Usha Nayar/Sandhya Paranjpe
Contact Hours	:	Total 20 hrs.
Associate Faculty	:	K.C. Nautiyal
		M. Mukhopadhyay
		S. Bhattacharya
		S. Bisaria

Rationale

7   A stated goal of the NCERT as an apex body of education, is the preparation of trainees and key level personnel in order to promote and achieve the national objectives.

Training is an inherent part of creating self-reliance. Thus, the training programme aims at the twin objectives of training the individual as an input and building others capacities and abilities in the same area of work.

Objectives:

(i)   to equip the participants with the knowledge and underatanding of the concept, techniquer and methods of training.

(ii)   to enable the participants to formulate and put training programmes of women's education and development on the ground.

(iii) emohasizing the requirement for action psesearch.

Lecture Themes

108.1 Professional Preparation of key personnel in Women's Education and Development

108.2 Training Needs Assessment

108.3 Training Process Strategies and Methods

108.4 Impact Evaluation

108.5 How to put a training programme on the ground

108.1 Professional Preparation of Key person el in Women's Education and Development

- Role of NCERT in preparation of key persons in the State. - role of SCERTs/SIEs/DIETs and Women's Studies Centres

- Concept of Training - Why Training

- A conceptual model of training

- Learning theory, perceptions and stimuli

108.2 Training Needs Assessment

- Role of need assessment

- Methods of need assessment

- Some experiences

- Process of need assessment

- A case study and discussion

108.3 Training Process Strategies and Methods

Theories of Andragogy - building of existing experience of participants - methods and techniques - from reduced dependence to independence to inter-dependence through lectures, individual assignments, presentation Group Work.

108.4 Impact Evaluation Importance of follow up and

evaluation of training - concurrent evaluation -
use of training actual situations - factors and forces
responsible for the implementation of suggested
strategies - position taken by subordinates spu
superiorsand colleagues - resources - follow up
by trainees to sustain motivation - instrument
development feed back - impact on future programmes
- estimation of loss of training due to transfers
and inadequate support.

108.5   How to put a training programme on the ground

   (i)   Planning - sequencing - resources - content
         methodology - evaluation

   (ii) preparation of a training module

References

1. Virmani K.G. and Juneja N.   - Impact Evaluation

2. Mukhopadhyaya M.   - How to prepare a Training
                                        Module

3. IIPA, Training in Government, Objectives and Opportunities
    New Delhi, 1985

4. Udai Pareek & T.V. Radio; Handbook for Trainees in
    Educational Management, 1989 Bangkok, Thailand.